Lions and Tigers and Objectives









Where do I start?

Start at the beginning!

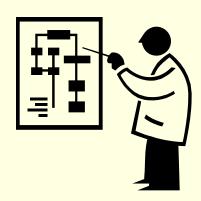
The purpose of assessments is to identify strengths and weaknesses, and identify aspects of the environment that can be modified to facilitate skill development.

Instructional objectives are derived from the information gathered through functional, behavioral and ecological assessments. (An ecological assessment involves a person being observed and assessed in different environments to see how they function in the different places).



What does the process look like?

Assess → identify needs → prioritize skills for instruction → write objectives



What do the regulations say?



W227 = The IPP contains a list of objectives based on needs identified in the comprehensive functional assessment and for those needs observed to most likely impact the person's ability to function in daily life. W228 = Objectives are arranged in a logical order in which they will be addressed and relevant to the person's long term development.

W229 = Objectives must be stated separately in terms of a single behavioral outcome. W230 = Objectives must be assigned completion dates based on the person's rate of learning.

W231 = Objectives must be stated in a manner which permits them to be quantifiably measured. (Quantifiable is defined as information that can be counted or expressed numerically). ■ W232 = Objectives must be organized to reflect the person's developmental progression.

This means objectives must be based on the person's current functional abilities, allow the person to experience success, and begin with the most logical step and move to more complex behavior.

■ W233 = Objectives must be assigned priorities.

This means skills and behaviors which significantly impact the person's day-to-day functioning are worked on first.

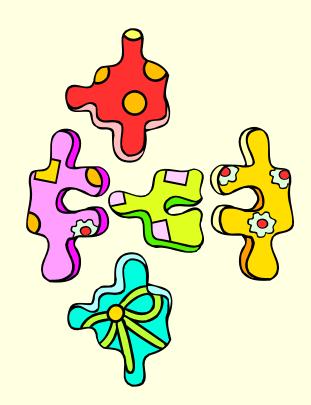
Objectives should also take into account whether training is targeting acquisition, fluency or generalization of the skill. Assessment data should be specific enough to reflect the person's learning phase.

Acquisition = Behavior is performed accurately and in a functionally reasonable amount of time; typically requires greater assistance and prompts.

Fluency = Behavior is based on time criterion and must be performed accurately within a time limit; typically requires less assistance and prompts.

Generalization = Performance of previously learned behaviors in new situations, new settings in response to new people, new requests, or with new materials; typically requires less assistance and prompts.

So, how does all this work?



Activities are global routines in which a person engages during the day in various environments (e.g., doing the laundry, hygiene). Each activity comprises multiple tasks.

Tasks selected for instruction are typically broken down into steps. This series of steps is called a task analysis.

Steps in a task analysis are typically broken down based on motor actions (basic developmental skills).

A task analysis involves preparing three components:

- 1) the objective;
- 2) the steps of the task sequence;
- 3) identification of the prerequisite skills.

Activity Description for Hygiene:

Tasks:	Steps:	Basic Developmental
For hygiene activity	For washing hands	Skills: For turning on water
Brush teeth	Approach sink	Anticipate need to turn on
		water
Wash hands	Turn on water	Focus on faucet
Brush hair	Adjust water temperature	Understand cause-effect
		that faucet turns on water
Take a bath	Pick up soap	Reach for faucet
Take a shower	Soap hands	Grasp faucet
Wash face	Put away soap	Hold faucet
Clean fingernails	Rub hands to clean	Turn faucet
Clip fingernails	Rinse hands	Release faucet
Put on deodorant	Turn off water	
Shave	Dry hands	
Menstrual care	Leave sink area	

So, how do I write objectives?



Typically, six components make up an objective. They are Audience (the individual), Behavior (the behavior to be learned), Condition (addresses when, where, and/or with whom you want the behavior to occur), Degree (the specific step you are teaching), Quality (at what level or cue you want the individual to perform the behavior), and Quantity (how long do you want the individual to perform the behavior before advancing to the next step) – otherwise known as ABCDQQ.

Using the above activity for turning on water, instructional objectives using the "ABCDQQ" method, might look something like the following for "Bill."

Prerequisite skills: Anticipate need to turn on water and understand cause-effect that faucet turns on water. Bill has these skills.

■ Long Term Goal: Complete Hygiene Activity

Short Term Goal: Wash Hands

Instructional objective for Acquisition:

Behavior	Condition	Degree	Quality	Quantity
will turn on	each morning and	by focusing	with a gesture	for 5 consecutive
the water	each evening	on faucet	prompt	days by 7/1/10
will turn on	each morning and	by focusing	independently	for 5 consecutive
the water	each evening	on faucet		days by 7/6/10
will turn on	each morning and	by reaching	with a gestural	for 5 consecutive
the water	each evening	for faucet	prompt	days by 7/11/10
will turn on	each morning and	by reaching	independently	for 5 consecutive
the water	each evening	for faucet		days by 7/16/10
will turn on	each morning and	by grasping	independently	for 5 consecutive
the water	each evening	faucet		days by 7/21/10
will turn on	each morning	by holding	independently	for 5 consecutive
the water	and each evening	faucet		days by 7/26/10
will turn on	each morning and	by turning	with a gestural	for 5 consecutive
the water	each evening	faucet	prompt	days by 7/31/10
will turn on	each morning and	by turning	independently	for 5 consecutive
the water	each evening	faucet		days by 8/5/10
will turn on	each morning and	by releasing	independently	for 5 consecutive
the water	each evening	faucet		days by 8/10/10
	will turn on the water will turn on	will turn on the water each evening and each evening and the water each evening will turn on the water each evening and each evening and the water each evening will turn on the water each evening will turn on the water each evening and each evening will turn on the water each evening and each evening will turn on the water each morning and the water each evening will turn on the water each evening each morning and the water each evening will turn on the water each evening each morning and each evening will turn on the water each evening each morning and each evening will turn on each morning and each evening each morning and	will turn on each morning and the water each evening on faucet will turn on each morning and the water each evening on faucet will turn on each morning and the water each evening for faucet will turn on each morning and the water each evening for faucet will turn on each morning and the water each evening for faucet will turn on each morning and the water each evening faucet will turn on each morning and the water each evening faucet will turn on each morning and the water each evening faucet will turn on each morning and by turning the water each evening faucet will turn on each morning and by turning the water each evening faucet will turn on each morning and by turning the water each evening faucet will turn on each morning and by releasing will turn on each morning and by releasing	will turn on the water each evening each morning and the water each evening for faucet prompt will turn on the water each evening for faucet prompt independently each each morning and the water each evening for faucet will turn on each morning and the water each evening for faucet will turn on each morning and the water each evening faucet will turn on each morning and the water each evening faucet will turn on the water each evening faucet each evening faucet will turn on the water each evening faucet prompt independently the water each evening independently i

Instructional objective for Fluency:

Audience	Behavior	Condition	Degree	Quality	Quantity
Bill	will turn on	each morning and	by focusing	within 2	for 3 consecutive
	the water	each evening	on faucet	seconds	days by 9/1/10
Bi11	will turn on	each morning and	by reaching	within 2	for 3 consecutive
	the water	each evening	for faucet	seconds	days by <u>9/4/10</u>
Bill	will turn on	each morning and	by grasping	within 2	for 3 consecutive
	the water	each evening	faucet	seconds	days by 9/7/10
Bill	will turn on	each morning	by holding	within 2	for 3 consecutive
	the water	and each evening	faucet	seconds	days by 9/10/10
Bill	will turn on	each morning and	by turning	within 3	for 3 consecutive
	the water	each evening	faucet	seconds	days by 9/13/10
Bill	will turn on	each morning and	by releasing	within 2	for 3 consecutive
	the water	each evening	faucet	seconds	days by 9/16/10

Instructional objective for Generalization:

Audience	Behavior	Condition	Degree	Quality	Quantity
Bi11	will turn on	before eating	by focusing	independently	for 5 consecutive
	the water	lunch at the cafeteria	on faucet		days by 9/21/10
Bill	will turn on	before eating	by reaching	independently	for 5 consecutive
	the water	lunch at the cafeteria	for faucet		days by 9/26/10
Bill	will turn on	before eating	by grasping	independently	for 5 consecutive
	the water	lunch at the cafeteria	faucet		days by 10/1/10
Bill	will turn on	before eating	by holding	independently	for 5 consecutive
	the water	lunch at the cafeteria	faucet		days by 10/6/10
Bill	will turn on	before eating	by turning	independently	for 5 consecutive
	the water	lunch at the cafeteria	faucet		days by 10/11/10
Bill	will turn on	before eating	by releasing	independently	for 5 consecutive
	the water	lunch at the	faucet		days by 10/16/10

cafeteria

If a task cannot be broken into steps, it is typically called a "whole" behavior.

Whole behavior = either it happens or it doesn't (i.e., sign 'drink', say 'hello').

Data is usually collected via trails (number of successes divided by number of trials.

Below is an example of an instructional objective using the ABCDQQ method, for a whole behavior (signing);

Audience	Behavior	Condition	Degree	Quality	Quantity
Bill	will sign drink	at breakfast with signed cue 'cup'		independently	for 7 consecutive days by 7/15/10

What comes after objectives?



See the presentation on Program Development for the answer!





Send us your comments or questions at fsb@dhw.idaho.gov